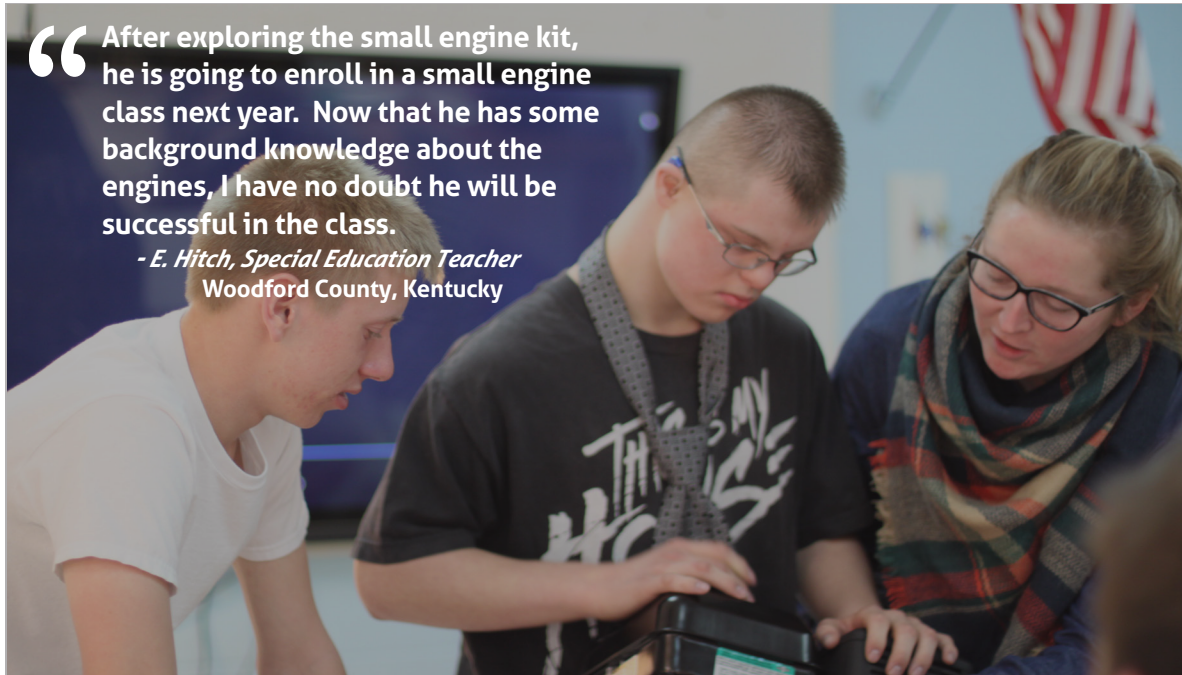




education: associates
Job Ready. Life Ready.®

Instructional Strategies



“ After exploring the small engine kit, he is going to enroll in a small engine class next year. Now that he has some background knowledge about the engines, I have no doubt he will be successful in the class.

- E. Hitch, Special Education Teacher
Woodford County, Kentucky

Education Associates is the leading provider of career education and practical life skills for all learners, including those with special needs and at risk. Our offerings include:



effective, hands-on career education using real tools to perform real jobs



competency-based programs to prepare learners to be life ready

This curriculum is extremely dynamic, allowing for a broad range of strategies to match educators' expertise and classroom needs. Instructors can implement this curriculum using a variety of methods tailored to staffing, student numbers, ability levels, and available technology.

The following scenarios are based on best practices shared by educators currently using our curriculum.

Career Exploration: Beginning, Intermediate, & Advanced

Career Exploration is one of the major subdivisions of Project Discovery. It covers a broad range of career specific job preparation topics and can be taught using one of four major implementation strategies:

Instructor-Led Classrooms

- Regular kits
- Based on one kit
- 2-3 students per station
- One class period per day per station
- **Depending on the number of available instructors in the classroom to help, you can add or delete stations from this process.**

1) Administer pre-test to whole group (paper copies).

2) Administer 'First Look' PowerPoint to whole group (all activities).

3) Activities / Student Instructions - Possible Stations:

A. Station #1 - Review 'First Look' for Activity 1 (may need headphones). Inventory kit and get items for Activity 1. Do Activity 1.

B. Station #2 - Vocabulary/Worksheet Station - Look up definitions of vocabulary words, design a poster, etc.

C. Station #3 - Research Station - Research careers in a field, in the area, and the education/training needed.

D. Station #4 - Review 'First Look' for Activity 2 (may need headphones). Get items for Activity 2. Do Activity 2.

*** Do not begin Station #4 (Activity 2) until students working on Activity #1 are complete and ready to move on to Activity 2. You will begin with 3 stations and gradually move to 4. Do not run more than 2 activities simultaneously. If possible, allow time for student reflection after each activity.**

4) Continue stations until all activities are completed.

5) **Work Performance Benchmark Day.** With extra para-professionals, have students complete activities and receive benchmark evaluations. (Alternative option is to complete Work Performance Benchmarks at the end of each separate activity.)



Career Exploration: Beginning, Intermediate, & Advanced (Continued)

Co-Instructed Classrooms

- Special Education Instructor and General Education Instructor share teaching time
- ***One solution is to have the General Education Instructor teach core content to all students for 2 weeks and the Special Education Instructor teach the Project Discovery kit to all students for 1 week.***

This can be used to supplement lab work in a differentiated manner. Kits included in lab and skill development settings can increase integration. Examples include, but are not limited to, teaching:

- **Greenhouse** kit with a Plant Science unit
- **Carpentry** kit in a Woodworking or Industrial Arts class
- **Caregiver** kit in a Health class

Learner-Led Classrooms

- *Students capable of working independently or with minor assistance*
- *One kit per station*
- *2-3 students per station*
- *One class period per day per station*
- ***This will be most successful in a 'well-trained' classroom with a behavior management system that works in conjunction with the curriculum.***

- 1) Administer pre-test to whole group for each kit (paper copies).
- 2) Administer 'First Look' PowerPoint to individual students as needed.
- 3) Activities / Student Instructions - Possible Stations:
 - A. Station #1 - #4 - Work on different kits per station.
 - B. Complete Work Performance Benchmark for each kit when completed.
 - C. Move to next kit/station when complete.
- 4) Continue stations until all activities are completed.
- 5) Administer post-test to whole group for each kit (paper copies).

Job/Career Training Center

- ***Facilitators can use this with adult learners: Facilitator-led, Co-led, or Learner-led.***

- 1) Administer 'First Look' PowerPoint to whole group (all activities).
- 2) Research careers in subject area (e.g. what education/training is needed).
- 3) Activities/Student Instructions - Possible Stations:
 - A. Stations #1 - #4 - Work on different kits per station.
 - B. Move to next kit/station when complete.
- 4) Continue stations until all activities are completed.

***Administer pre-tests and post-tests as desired.**

Adapted (version of Career Exploration)

Our Adapted series is a dynamic hands-on career education program specifically designed to provide individuals with autism and other developmental and intellectual disabilities the opportunity to explore careers, learn about their passions and interests, and gain work and life skills.

- *Students with the most challenges*
- *Instructor-led*
- *One class period per day per station*

- 1) Complete introductory activities (background knowledge activities, worksheets #1-#4, vocabulary boards and cards).
- 2) Give students the PowerPoint pre-test (1-on-1). Conduct a baseline trial.
- 3) Teach students the vocabulary using Constant Time Delay.
- 4) Show the 'First Look' PowerPoint to the entire group, stopping for each activity.
- 5) For each activity:
 - A) Model:** As a group, review the Student Instructions PowerPoint (or print book as necessary). To ensure student understanding, ask comprehension questions, and discuss vocabulary.
 - B) Video Modeling:** As a group, watch the video model of the activity being completed.
 - C) Lead:** Provide the students a Visual Schedule of the activity. Have them describe what steps need to be executed to complete the activity. In front of the students, demonstrate completing the activity using the kit materials.
 - D) Test:** Instruct each student to use the Visual Schedule to complete the activity. (Depending on available material, this can be done one at a time or in small groups.)
- 6) Use Data Sheets to collect performance evaluation data.
- 7) Continue until each student masters the steps in the activity.
 - *NOTE: Repeat Steps 4 and 5 as necessary for data mastery.
- 8) Administer the PowerPoint post-test (1-on-1).
 - * **Alternatively, instructors can set up the stations to administer 'First Look', vocabulary boards/cards, worksheets, activity being performed, etc.**

Job Skills Training (Basic & Enhanced)

These hands-on training series prepare learners grades 10-12 and ages 18-21+ for entry-level work by developing marketable skills. Competency based, day-by-day detailed lessons skillfully prepare learners for the workplace. Participants learn job-related skills, life skills, academic skills and workplace safety. Learners exit the program with a certificate of skills completion for a successful transition to employment.

- Two levels: Basic and Enhanced
- 90-day lesson for one class period a day
- Detailed lesson plans for each day provide the objectives, competencies, materials needed, length of time required, procedures, and evaluation in a step-by-step, easy to follow approach.
- Detailed student instructions provide the basis for task completion.
- Detailed Scope & Sequence charts provide the time frames for kit completion.

HORTICULTURE/GREENHOUSE WORKER BASIC SKILLS TRAINING 90 DAY CURRICULUM OUTLINE				
DAY	LESSON PLAN	HANDS-ON KITS	INSTRUCTOR NOTES	COMPETENCIES
8-9	Safety on the Job Page 11		Included are general safety rules and safety in horticulture work.	Follows safety rules Follows universal safety precautions Displays a safe attitude when working Performs work in a safe manner without being told Identifies potential dangers and understands their consequences in independent work situations
10-11	Testing Seeds for Germination Page 24	Activity 1: Testing Seeds for Germination/vegetables Activity 1: Testing Seeds for Germination/flowers	Introduce Activity 1 with "First Look" PowerPoint	Plants seeds Cleans up work area at the end of the period without being asked Has all supplies needed to perform work
12	Mixing Potting Soil Page 26	Activity 2: Mixing Potting Soil	Introduce Activity 2 with "First Look" PowerPoint	Mixes potting media Cleans up work area at the end of the period without being asked Has all supplies needed to perform work
13-14	Building a Garbage Can Composter Page 27		Students can start a compost pile in order to use the compost in a later activity. Time needs to be allocated throughout the course to turn, water, and otherwise maintain the compost.	Prepares and applies compost Cleans up work area at the end of the period without being asked Has all supplies needed to perform work Follows universal safety rules



Achieve Life Skills

This curriculum is a competency-based approach to prepare your learners to be job and life ready. Multimedia titles within the Achieve Life Skills series are subdivided into four categories:

- **Job Preparation & Employability Skills**
- **Independent Living Skills**
- **Self-Confidence & Social Skills**
- **Health & Nutrition**

Achieve Life Skills multimedia courses can be either **instructor-led** or **learner-led (self-paced)**. Instructor-led is outlined below. In learner-led instruction, the student works his or her way through the material at an individual pace.

Achieve Life Skills multimedia courses can be:

- embedded with career skills to emphasize soft skills.
- presented in resource or program classes as part of work (employment) seminar or independent living skills courses.
- used with case managers and students during goal-based time to fulfill IEP objectives.

Each package provides **two levels of materials (3rd-4th grade reading level & 6th-8th grade reading level)** to help learners begin a successful job search, secure and keep a job, and gain independent living skills.

Instructor-Led 3rd Grade Reading Level

- 1) Review the Student Competency Requirements (to inform the individual of the desired competencies to be learned).
- 2) Administer interactive pre-test.
- 3) Administer 'First Look' instructional PowerPoint.
- 4) Administer worksheets:
 - 'Matching Vocabulary' worksheet
 - 'Math Think-It-Over' worksheet
 - 'Word Search' worksheet
 - Other relevant worksheets
- 5) Administer interactive post-test.

Achieve Life Skills (Continued)

Instructor-Led 6th Grade Reading Level

- 1) Review the Student Competency Requirements (to inform the individual of the desired competencies to be learned).
- 2) Administer instructional pre-test.
- 3) Administer topic instructional PowerPoint
- 4) Administer relevant worksheet.
- 5) Administer interactive post-test.
- 6) Administer assessment checklist.

Technology

Education Associates' curriculum is compatible with iPads, computers, Chromebooks, and interactive whiteboards.

